

# **Floriculture**

## Curriculum Content Frameworks

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# Curriculum Content Framework

## Floriculture

**Grade Level: 10, 11, 12**

**Semester**

**Prerequisites: None**  
**Course Code: 491240**

Course Description: This course gives the student an indepth coverage of the floriculture industry, including both design and merchandising information. Careers in floriculture are covered, as are principles of design, selection and storage of cut flowers and greens, supplies, containers, and retail flower shop management strategies.

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## Unit 1: Introduction to Floriculture

### Terminology:

Carriage trade shop, Designer, Designer's assistant, Floriculture, Floriculture CDE, Floriculture Proficiency Award, Franchise shop, Full-service shop, Mass-market shop, Salesperson, Specialty shop, Stem shop, Studio operation, Wholesale florist

| CAREER and TECHNICAL SKILLS<br>What the Student Should Be Able to Do  |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |   |
|---|--|--|---|---|
| Knowledge   | Application  | Skill Group  | Skill                                     | Description   |
| 1. 1 Define <i>floriculture</i>                                       |  | Foundation   | Reading                                   | Applies/Understands technical words that pertain to subject [1.3.]; uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  |
|   |  | Thinking   | Knowing how to Learn                      | Develops personal learning strategies—note taking, clustering related items, flash cards, etc. [4.3.2]  |
| 1. 2 Identify four types of flower shops                              | 1.2.1 Create a list of flower shops in the local area and their specialties  | Foundation   | Reading                                   | Comprehends written information for main ideas [1.3.7]; identifies relevant details, facts, and specifications [1.3.16]   |
|   |  | Interpersonal  | Teamwork                                  | Contributes to group with ideas, suggestions, and effort, [2.6.2]; works effectively with others to reach a common goal [2.6.6]   |
| 1. 3 List career opportunities available in the floriculture industry | 1.3.1 Research a career in the floriculture industry to determine educational requirements, working conditions, and salary | Foundation   | Writing                                   | Composes and creates documents—letters, manuals reports, proposals, graphs, flow charts, etc. [1.6.8]; evaluates written information for appropriateness/content/clarity [1.6.9]; takes notes from various sources [1.6.18] |
|   |  | Personal Management  | Career Awareness, Development, & Mobility | Develops skills to locate, evaluate, and interpret career information [3.1.4]; explores career opportunities [3.1.6]; identifies education and training needed to achieve goals [3.1.8]                                     |

| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |                    | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |   |   |
|--|--------------------|--|---|---|
| <b>Knowledge</b>   | <b>Application</b> | <b>Skill Group</b>   | <b>Skill</b>                              | <b>Description</b>  |
| 1. 4 Discuss the FFA opportunities to students interested in floriculture          |                    | Foundation   | Speaking                                  | Applies/Uses technical terms as appropriate to audience [1.5.2]; asks questions to clarify information [1.5.3]; asks questions to obtain information [1.5.4]  |
|  |                    | Personal Management  | Career Awareness, Development, & Mobility | Analyzes own knowledge, skills, and ability [3.1.2]; establishes and implements a plan of action [3.1.5]; sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11] |

## Unit 2: Principles of Design

### Terminology:

Analogous harmony, Asymmetrical, Balance, Complementary harmony, Design, Emphasis, Focal point, Harmony, Ikebana, Intensity, Line, Line arrangement, Line-mass arrangement, Mass arrangement, Monochromatic harmony, Occidental style, Oriental style, Polychromatic harmony, Progression, Proportion, Radiation, Repetition, Rhythm, Scale, Shade, Split-complementary harmony, Symmetrical, Texture, Tint, Tone, Transition, Triadic harmony, Unity, Value

| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |   | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |                                 |  |
|--|---|--|---------------------------------|--|
| <b>Knowledge</b>   | <b>Application</b>  | <b>Skill Group</b>   | <b>Skill</b>                    | <b>Description</b>   |
| 2. 1 Discuss the basic design principles used in flower arranging                  | 2.1.1 Study trade magazines and journals to see illustrations of these principles | Foundation   | Reading                         | Identifies relevant details, facts, and specifications [1.3.16]; interprets drawing to obtain factual information [1.3.17]   |
|  |   | Thinking   | Knowing how to Learn            | Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]; processes new information as related to workplace [4.3.5]                           |
| 2. 2 Explain the use of line, form, color, and texture in flower arranging         |   | Foundation   | Reading                         | Communicates a thought, idea, or fact in spoken form [1.5.5]; speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]                                 |
|  |   | Thinking   | Seeing Things in the Mind's Eye | Organizes and processes images—symbols, pictures, graphs, objects, etc. [4.6.2]; visualizes a finished product [4.6.4]   |
| 2. 3 Identify the three primary colors used in flower arranging                    | 2.3.1 Determine color combinations for flower arrangement using a color wheel     | Foundation   | Reading                         | Applies information to new situations {1.3.5}; interprets drawing to obtain factual information [1.3.7]; uses graphs/charts/tables to obtain factual information [1.3.21]      |
|  |   | Thinking   | Seeing Things in the Mind's Eye | Organizes and processes images—symbols, pictures, graphs, object, etc. [4.6.2]; visualizes a finished product [4.6.4]; uses senses to perceive the basic color schemes [4.6.5] |

## Unit 3: Selection, Conditioning, & Storage of Cut Flowers & Foliage

### Terminology:

Bactericide, Conditioning, Ethylene gas, Filler flowers, Form flowers, Hydration, Line flowers, Mass flowers,

| CAREER and TECHNICAL SKILLS<br>What the Student Should Be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                              |  |
|--|---|--|------------------------------|--|
| Knowledge  | Application                             | Skill Group  | Skill                        | Description  |
| 3. 1 Identify the most commonly used cut flower                      |   | Foundation   | Reading                      | Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]; determines what information is needed [1.3.10]                  |
|  |   | Personal Management  | Responsibility               | Maintains a high level of concentration in completion of a task [3.4.7]; sets high standards for self in completion of a task [3.4.9]                    |
| 3. 2 Identify the most commonly used foliage                         |   | Foundation   | Reading                      | Comprehends written information for main ideas [1.3.7]; uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] |
|  |   | Thinking   | Reasoning                    | Determines which conclusions are correct when given a set of facts and set of conclusions [4.5.3]  |
| 3. 4 Explain the cause of flower deterioration                       |   | Foundation   | Science                      | Acquires and processes scientific data [1.4.1]; solves practical problems using scientific methods and techniques [1.4.23]                               |
|  |   | Thinking   | Problem Solving              | Demonstrate logical reasoning in reaching a conclusion [4.4.2]; identifies possible reasons for problems [4.4.6]   |
| 3. 5 List steps in handling a shipment of flowers                    | 3.5.1 Demonstrate proper stem treatment | Foundation   | Writing                      | Applies/Uses technical words and concepts [1.6.4]; communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]             |
|  |   | Personal Management  | Organizational Effectiveness | Comprehends the organization's mode of operation [3.3.5]   |
| 3. 6 Compare storage requirements of various cut flowers and foliage |   | Foundation   | Speaking                     | Organizes ideas, and communicates oral messages to listeners [1.5.7]; speaks in a clear, concise manner [1.5.12]   |
|  |   | Thinking   | Decision Making              | Considers risks when making a decision [4.2.3]; evaluates information/data to make best decision [4.2.5]   |

## Unit 4: Supplies Used in Floral Design

### **Terminology:**

Anchor tape, Container, Floral clay, Floral foam, Floral preservative, Florist shears, Hot glue, Mechanics, Picking machine, Picks, Pruning shears, Ribbon shears, Stem wrap/Floral tape, Wire cutters

| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |   | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |                               |  |
|--|---|--|-------------------------------|--|
| <b>Knowledge</b>   | <b>Application</b>  | <b>Skill Group</b>   | <b>Skill</b>                  | <b>Description</b>   |
| 4. 1 Select containers for floral designs  |   | Foundation   | Reading                       | Comprehends written specifications, and applies them to a task [1.3.9]; identifies relevant details, facts, and specifications [1.3.16]              |
|  |   | Thinking   | Decision Making               | Accepts responsibility for decision [4.2.1]; evaluates information/data to make best decision [4.2.5]  |
| 4. 2 Compare different types of floral foam  | 4.2.1 Prepare a block of floral foam for use                                      | Foundation   | Listening                     | Evaluates oral information/presentation [1.2.2]; listens for content [1.2.3]; listens to follow directions [1.2.6]                                   |
|  |   | Personal Management  | Organizational Effectiveness  | Applies knowledge to implement work-related system or practice   |
| 4. 3 Identify cutting tools used in floral design                                  |   | Foundation   | Reading                       | Adjust reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]; interprets drawing to obtain factual information [1.3.17]    |
|  |   | Thinking   | Knowing how to Learn          | Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]; processes new information as related to workplace [4.3.5] |
| 4. 4 Select wire of appropriate size for specific flowers and foliage              | 4.4.1 Demonstrate the correct procedure for wiring and taping flowers and foliage | Foundation   | Arithmetic/ Mathematics       | Uses basic numerical concepts in practical situations [1.1.32]   |
|  |   | Personal Management  | Integrity/ Honesty/Work Ethic | Complies with safety and health rules in a given work environment [3.2.2]; describes desirable worker characteristics [3.2.8]                        |

| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |   | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |              |   |
|--|---|--|--------------|---|
| <b>Knowledge</b>   | <b>Application</b>                                | <b>Skill Group</b>   | <b>Skill</b> | <b>Description</b>  |
| 4. 5 Select ribbon of appropriate size and material for various designs            | 4.5.1 Construct bows from various sizes of ribbon | Foundation   | Reading      | Analyzes and applies what has been read to specific task [1.3.2]; comprehends written specifications, and applies them to a task [1.3.9]]; uses appropriate materials and techniques as specified |
|  |   | Interpersonal  | Coaching     | Encourages others to develop personal and professional skills [2.1.2]; helps others learn new skills [2.1.3]  |



## Unit 5: Corsages & Boutonnieres

### Terminology:

Boutonniere, Chenille stem, Combination method, Corsage, Daisy hook method, Design mechanics, Dip dyes, Feathering, Finishing dips or sprays, Floral adhesive, Floral spray, Floral tint, Gauge, Glamellia, Net tufts, Tulle,

| CAREER and TECHNICAL SKILLS<br>What the Student Should Be Able to Do           |                            | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                                 |   |
|--|----------------------------|--|---------------------------------|---|
| Knowledge  | Application                | Skill Group  | Skill                           | Description   |
| 5. 1 Define <i>corsage</i> and <i>boutonniere</i>                              |                            | Foundation   | Reading                         | Applies/Understands technical words that pertain to subject [1.3.6]; uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] |
|  |                            |  | Speaking                        | Pronounces words correctly [1.5.9]  |
| 5. 2 Discuss considerations in selecting flowers for corsages and boutonnieres | 5.2.1 Design a corsage     | Foundation   | Speaking                        | Applies/Uses technical terms as appropriate to audience [1.5.2]; interprets nonverbal cues, such as eye contact, posture, and gestures, for meaning [1.5.6]           |
|  | 5.2.2 Design a boutonniere | Thinking   | Knowing how to Learn            | Uses available resources to acquire new skills or improve skills [4.3.4]; uses available resources to apply new skills [4.3.6]  |
|  |                            |  | Seeing Things in the Mind's Eye | Imagines the flow of work activities from narrative descriptions [4.6.1]; visualizes a finished product [4.6.4]   |

## Unit 6: Floral Arrangement Designs

### Terminology:

Asymmetrical, Centerpiece, Circular mound, Conical, Contemporary freestyle, Crescent, Equilateral, Fan, Hogarth Curve, Inverted, Isosceles, L-pattern, Oval, Right triangle, Scalene, Vertical

| CAREER and TECHNICAL SKILLS<br>What the Student Should Be Able to Do        |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                                 |   |  |
|---|---|--|---------------------------------|---|--|
| Knowledge   | Application   | Skill Group  | Skill                           | Description   |  |
| 6. 1 Discuss considerations in choosing materials and flowers for bud vases | 6.1.1 Design a three-bloom bud vase   | Foundation   | Writing                         | Summarizes written information [1.6.17]; uses words appropriately [1.6.2]   |  |
|   |   | Personal Management  | Responsibility                  | Exhibits enthusiasm in approaching and completing task [3.4.3]; sets high standards for self in completion of a task [3.4.9]  |  |
| 6. 2 Identify four types of circular mass arrangement                       | 6.2.1 Construct an arrangement using one of the following type of designs: <ul style="list-style-type: none"> <li>• circular mound</li> <li>• conical</li> <li>• oval</li> <li>• fan</li> </ul>   | Foundation   | Reading                         | Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]; applies/understands technical words that pertain to subject [1.3.6]; follows written directions [1.3.13] |  |
|   |   | Thinking   | Seeing Things in the Mind's Eye | Imagines the flow of work activities from narrative descriptions [4.6.1]; visualizes a finished product [4.6.4]   |  |
| 6. 3 Discuss considerations in creating triangular arrangements             | 6.31. Construct an arrangement using one of the following types of design: <ul style="list-style-type: none"> <li>• equilateral</li> <li>• isosceles</li> <li>• asymmetrical</li> <li>• scalene</li> <li>• right triangle</li> <li>• centerpiece</li> </ul> | Foundation   | Listening                       | Comprehends ideas and concepts related to floral arrangements [1.2.1]; listens for content [1.2.3]; receives and interprets verbal messages [1.2.8]   |  |
|   |   | Thinking   | Creative Thinking               | Creates new design by applying specified criteria [4.1.3]; applies personal style to a drawing [4.1.11]   |  |

| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |   | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |                      |   |
|--|---|--|----------------------|---|
| <b>Knowledge</b>   | <b>Application</b>  | <b>Skill Group</b>   | <b>Skill</b>         | <b>Description</b>  |
| 6. 4 Identify three forms of line arrangements                                     | 6.4.1 Construct an arrangement using one of the following types of design: <ul style="list-style-type: none"> <li>• inverted-T</li> <li>• L-pattern</li> <li>• vertical</li> <li>• crescent</li> <li>• Hogarth curve</li> <li>• contemporary freestyle</li> </ul> |  |                      | <p>Uses words appropriately [1.6.21]; writes/prints legibly [1.6.24]</p> <p>Uses available resources to acquire new skills or improve skills [4.3.4]; uses available resources to apply new skills [4.3.6]</p> <p>Visualizes a finished product [4.6.4]</p> |
| 6. 5 Classify arrangements based on form and shape                                 |   | Foundation   | Speaking             | Applies/Uses technical terms as appropriate to audience [1.5.2]; pronounces words correctly [1.5.9]   |
|  |   | Thinking   | Knowing how to Learn | Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]; processes new information as related to workplace [4.3.5]  |

## Unit 7: Special Occasion Flowers

**Terminology:** Casket cover, Christmas, Easter, Hanukkah, Mother's Day, Spray, Thanksgiving, Valentine's Day, Wreath

| CAREER and TECHNICAL SKILLS<br>What the Student Should Be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                                 |   |
|--|---|--|---------------------------------|---|
| Knowledge  | Application   | Skill Group  | Skill                           | Description   |
| 7. 1 Discuss the impact of holidays on the retail florist business   |   | Foundation   | Speaking                        | Participates in conversation, discussion, and group presentations [1.5.8]; responds to listener feedback [1.5.10]   |
|  |   | Thinking   | Creative Thinking               | Combines ideas or information in new way [4.1.2]; makes connections between seemingly unrelated ideas [4.1.6]   |
| 7. 2 Identify appropriate arrangements for various holidays          | 7.2.1 Create an arrangement suitable for one of the following holidays:<br><ul style="list-style-type: none"> <li>Valentine's Day</li> <li>Easter</li> <li>Mother's Day</li> <li>Thanksgiving</li> <li>Christmas</li> <li>Hanukkah</li> </ul> | Foundation   | Reading                         | Draws conclusions from what is read [1.3.12]; interprets drawings to obtain factual information [1.3.17]  |
|  |   | Interpersonal  | Cultural Diversity              | Respects others' personal values, cultures, and traditions [2.2.4]; works effectively with men and women from diverse backgrounds—ethnic, social, educational, etc. [2.2.5] |
| 7. 3 Explore special challenges of wedding flowers                   | 7.3.1 Design a cascading bridal bouquet   | Thinking   | Seeing Things in the Mind's Eye | Visualizes a finished product [4.6.4]   |
|  |   | Foundation   | Reading                         | Applies information to job performance [1.3.4]; comprehends written information for main ideas [1.3.7]; identifies relevant details, facts, and specifications [1.3.16]     |
|  |   | Interpersonal  | Customer Service                | Comprehends ideas and concepts related to special occasions flowers [2.3.2]; recognizes effects of positive/negative attitudes on customers [2.3.7]                         |

| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |   | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |                                 |   |
|--|---|--|---------------------------------|---|
| <b>Knowledge</b>   | <b>Application</b>  | <b>Skill Group</b>   | <b>Skill</b>                    | <b>Description</b>  |
| 7. 4 Explain the importance of completing a wedding order form                     | 7.4.1 Role-play a bridal consultant, including completing an order form | Foundation   | Writing                         | Completes form accurately [1.6.7]; evaluates written information for appropriateness/content/clarity [1.6.9]; records data [1.6.16]   |
|  |   | Interpersonal  | Customer Service                | Establishes positive first impression with customers [2.3.4]; shows initiative and courtesy in meeting and working with customers [2.3.8]; works with customers to satisfy their expectations [2.3.9] |
| 7. 5 Discuss the importance of sympathy flowers to the retail florist business     |   | Foundation   | Reading                         | Comprehends written information for main ideas [1.3.7]; draws conclusions from what is read [1.3.12]  |
|  |   | Thinking   | Reasoning                       | Sees relationship between two or more ideas, objects, or situations [4.5.5]; uses logic to draw conclusions from available information [4.5.6]  |
| 7. 6 Identify types of casket covers   |   | Foundation   | Speaking                        | Asks questions to clarify information [1.5.3]; asks questions to obtain information [1.5.4]   |
|  |   | Thinking   | Knowing how to Learn            | Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]; processes new information as related to workplace [4.3.5]  |
| 7. 7 Outline a process in creating standing sprays and wreaths                     | 7.7.1 Construct an arrangement of sympathy flowers                      | Foundation   | Writing                         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]; uses technical words and symbols [1.6.20]       |
|  |   | Thinking   | Seeing Things in the Mind's Eye | Imagines the flow of work activities from narrative descriptions [4.6.1]; visualizes a finished product [4.6.4]   |

## Unit 8: Permanent Flowers & Indoor Plants

### Terminology:

Drenching, Freeze-dried flowers, Paper flowers, Permanent indoor plant, Silk flowers, Temporary indoor plant

| CAREER and TECHNICAL SKILLS<br>What the Student Should Be Able to Do          |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                      |   |
|---|--|--|----------------------|---|
| Knowledge   | Application  | Skill Group  | Skill                | Description   |
| 8. 1 Identify three types of permanent flowers                                |  | Foundation   | Reading              | Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]  |
|   |  | Thinking   | Knowing how to Learn | Develops personal learning strategies—note taking, clustering related items, flash cards, etc. [4.3.2]; locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3.3] |
| 8. 2 List advantages of using permanent flowers in arrangements               | 8.2.1 Construct an arrangement using permanent flowers | Foundation   | Writing              | Summarizes written information [1.6.17]; writes appropriate entries [1.6.22]  |
|   |  | Thinking   | Reasoning            | Applies rules and principles to a new situation [4.5.1]; determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]  |
| 8. 3 Explain the importance of proper lighting and watering for indoor plants |  | Foundation   | Science              | Applies scientific principles related to proper lighting and watering for indoor plants [1.4.5]   |
|   |  |  | Speaking             | Adapts presentation to audience [1.5.1]; communicates a thought, idea, or fact in spoken form [1.5.5]   |
|   |  | Thinking   | Problem Solving      | Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]; identifies possible reasons for problems [4.4.6]   |
| 8. 4 Distinguish between permanent and temporary indoor plants                |  | Foundation   | Listening            | Comprehends ideas and concepts related to permanent and temporary indoor plants [1.2.1]; listens for content [1.2.3]; receives and interprets verbal messages [1.2.8]                               |
|   |  | Personal Management  | Responsibility       | Pays close attention to details [3.4.8]; sets high standards for self in completion of a task [3.4.9]   |

| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |                               | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |                   |  |
|--|-------------------------------|--|-------------------|--|
| <b>Knowledge</b>   | <b>Application</b>            | <b>Skill Group</b>   | <b>Skill</b>      | <b>Description</b>   |
| 8. 5 Discuss the process of decorating a potted plant                              | 8.5.1 Decorate a potted plant | Foundation   | Reading           | Identifies relevant details, facts, and specifications [1.3.16]; uses appropriate materials and techniques as specified [1.3.20] |
| 8. 6 Discuss the process of creating a dish garden                                 | 8.6.1 Create a dish garden    | Thinking   | Creative Thinking | Creates new design by applying specified criteria [4.1.3]; forms opinion [4.1.7]   |

## Unit 9: Retail Flower Shop Management

**Terminology:** Display, Display events, Divisional percentage pricing, Retail cost of goods plus labor, Standard ratio markup pricing

| CAREER and TECHNICAL SKILLS<br>What the Student Should Be Able to Do               |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                        |  |
|--|--|--|------------------------|--|
| Knowledge  | Application  | Skill Group  | Skill                  | Description  |
| 9. 1 Identify skills required of a professional salesperson                        | 9.1.1 Demonstrate effective selling skills         | Foundation   | Reading                | Applies information to job performance [1.3.4]   |
|  | 9.1.2 Demonstrate telephone sales technique        | Interpersonal  | Customer Service       | Applies human relations skills in real-life situations [2.3.1]; comprehends ideas and concepts related to retail flower shop management [2.3.2]; shows initiative and courtesy in meeting and working with customers [2.3.8]         |
|  |  | Personal Management  | Self-esteem            | Presents positive image of personal attitude and abilities [3.5.7]   |
| 9. 2 Explain pricing strategies used to calculate the retail value of floral items | 9.2.1 Calculate the cost of goods for floral items | Foundation   | Arithmetic/Mathematics | Adds item cost and tax to determine amount due [1.1.43]; figures percentages to determine sales prices [1.1.49]  |
|  |  | Thinking   | Reasoning              | Applies rules and principles to a new situation [4.5.1]; uses logic to draw conclusions from available information [4.5.6]   |
| 9. 3 Discuss the primary purpose of displays                                       | 9.3.1 Create a display                             | Foundation   | Speaking               | Participates in conversation, discussion, and group presentations [1.5.8]; uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14] |
|  | 9.3.2 Evaluate displays in flower shops            | Interpersonal  | Customer Service       | Establishes positive first impression with customers [2.3.4]; recognizes effects of positive/negative attitudes on customers [2.3.7]   |
| 9. 4 Determine special considerations involved with flower deliveries              |  | Foundation   | Writing                | Organizes information into an appropriate format [1.6.10]; summarizes written information [1.6.17]   |
|  |  | Interpersonal  | Customer Service       | Handles criticism, disagreements, or disappointment during a conversation [2.3.5]; works with customers to satisfy their expectations [2.3.9]  |



| <b>CAREER and TECHNICAL SKILLS</b><br><b>What the Student Should Be Able to Do</b> |                    | <b>ACADEMIC and WORKPLACE SKILLS</b><br><b>What the Instruction Should Reinforce</b> |                         |   |
|--|--------------------|--|-------------------------|---|
| <b>Knowledge</b>   | <b>Application</b> | <b>Skill Group</b>   | <b>Skill</b>            | <b>Description</b>  |
| 9. 5 Identify benefits of belonging to a professional organization                 |                    | Foundation<br><br>Interpersonal  | Reading<br><br>Coaching | Uses standard occupational resource materials [1.3.22]<br><br>Comprehends ideas and concepts related to professional growth [2.1.1]; encourages others to develop personal and professional skills [2.1.2]; helps others learn new skills [2.1.3] |

# **Terminology**

## **Unit 1: Introduction to Floriculture**

1. Carriage trade shop—a flower shop that caters to an elite clientele, such as wealthy private party and corporate accounts
2. Designer—a person who has the ability to arrange flowers and plant material in an artistic manner and has an understanding of the principles of design
3. Designer's assistant—a person who is training to become a designer and usually works with a designer
4. Floriculture—the production, processing, marketing, and use of floral crops
5. Floriculture CDE—an FFA Career Development Event that allows for competition in the different aspects of floriculture
6. Floriculture Proficiency Award—an FFA award for students who conduct a Floriculture SAE
7. Franchise shop—a shop that is purchased from a parent company and operated according to the company's rules and regulations
8. Full-service shop—a traditional type of retail flower shop offering a variety of services and products
9. Mass-market shop—a shop located in a general merchandise chain store or grocery store; cash-and-carry operations that do not offer delivery service
10. Salesperson—a person who possesses skills in the art of selling
11. Specialty shop—a shop that targets a particular need in the market by specializing in one segment of the industry
12. Stem shop—a cash-and-carry operation that offers a variety of flowers by the single stem or bunch
13. Studio operation—a shop that concentrates on specialty and party work for an exclusive client base; may operate out of a warehouse without a storefront since most sales are made on location
14. Wholesale florist—purchases goods from around the world and sells to the retail florist rather than to the general public

## **Unit 2: Principles of Design**

1. Analogous harmony—a color scheme that utilizes three or more hues next to each other on the color wheel
2. Asymmetrical—informal arrangements that have equal visual weight on both sides of the axis but each side differs in plant materials and the manner of arrangement
3. Balance—a design principle; the placement of objects to create a physical and visual feeling of stability in a design
4. Complementary harmony—a combination of any two colors opposite each other on the color wheel; produces a strong contrast
5. Design—a planned organization of plant, floral, or accessory material for a specific purpose
6. Emphasis—the creation of visual importance or accent in a design
7. Focal point—the area of a design that attracts and holds the interest of the viewer
8. Harmony—a blending of all components of the design to create a pleasing relationship of color, texture, shape, size, and line so a central idea or theme is accomplished
9. Ikebana—the art of Japanese floral arrangement; literally meaning “giving life to flowers”
10. Intensity—the brightness or dullness of a flower color
11. Line—the visual path the eye follows to create motion in the design; the framework holding the entire arrangement together
12. Line arrangement—a Japanese design characterized by minimum use of plant material and the careful placement of branches and flowers; each placement has meaning, as does the angle of placement
13. Line-mass arrangement—a contemporary design style that combines the linear shapes with the massing of flowers at the focal point; most floral design in the United States is referred to as line mass and combines Oriental and European ideas
14. Mass arrangement—European style characterized by large, closely spaced flowers that are located at the edge of the design.
15. Monochromatic harmony—a color scheme consisting of a single hue along with variations of this color in tints, tones, and shades
16. Occidental style—a concept of floral design developed by the Egyptian and Middle Eastern cultures and further developed by the Europeans

17. Oriental style—a concept of floral design developed by the Japanese
18. Polychromatic harmony—uses three or more unrelated colors
19. Progression—a gradual change in an arrangement by increasing or decreasing one or more qualities
20. Proportion—the relationship of all parts of an arrangement to each other
21. Radiation—an attempt to make all stems appear to come from one central axis
22. Repetition—a method of obtaining rhythm by repeating similar elements throughout a design
23. Rhythm—the movement of the eye through a design toward or away from the center of interest; the flow of line, textures, and colors that expresses a feeling of motion
24. Scale—the relationship between an arrangement and the area where an arrangement is to be displayed
25. Shade—the result of adding black to a color
26. Split-complementary harmony—uses any color with the two colors on each side of the complement
27. Symmetrical—formal balance characterized by equal visual width on each side of the axis
28. Texture—the physical surface appearance an object projects
29. Tint—the result of adding white to a color
30. Tone—the result of adding gray to a color
31. Transition—making a gradual change in a flower arrangement by the blending of colors, line patterns, and textures
32. Triadic harmony—a color harmony using any three colors that are equally spaced on the color wheel
33. Unity—achieved when all the parts of the design suggest a oneness in idea or impression by repeating the same flower and colors throughout the arrangement
34. Value—the degree of lightness or darkness of a color

### **Unit 3: Selection, Conditioning, & Storage of Cut Flowers & Foliage**

1. Bactericide—an agent added to a preservative that kills bacteria in the water
2. Conditioning—the technique of treating flowers to extend their life
3. Ethylene gas—a naturally occurring gas in flowers that hastens maturity and causes rapid deterioration of cut flowers
4. Filler flowers—used to fill in the gaps between mass flowers and give depth to a design
5. Form flowers—have unusual, distinctive shapes and add emphasis to an arrangement
6. Hydration—the process of a plant's capillaries carrying water and nutrients up the stem to the leaves and flowers; keeps the flowers fresh
7. Line flowers—long, slender spikes or blossoms with florets blooming along the stem; bare twigs or other similar types of materials; used to establish the skeleton of the arrangement
8. Mass flowers—long-stemmed flowers with large, rounded heads used inside the framework of the linear flowers toward the focal point

## **Unit 4: Supplies Used in Floriculture**

1. Anchor tape—waterproof tape used primarily to hold floral foam in place
2. Container—anything that holds water but also helps express the idea the designer has in mind for an arrangement
3. Floral clay—a waterproof, sticky material used to fasten anchor pins that hold floral foam in place or anchor pinpoint holders firmly in place
4. Floral foam—a soft, lightweight material capable of absorbing large quantities of water and most commonly used to hold the stems of flowers in an arrangement
5. Floral preservative—a chemical added to the water in a vase to aid in extending the life of cut flowers in an arrangement
6. Florist shears—a tool used to cut flower stems, wires, and ribbons in a flower shop
7. Hot glue—an adhesive material that is used extensively in the florist shop
8. Mechanics—all the materials used to assist the designer in placing and holding flowers
9. Picking machine—a device used to attach metal picks to flower stems
10. Picks—a wooden or steel structure that adds length or support to the plant materials in an arrangement
11. Pruning shears—shears useful in cutting heavy stems that are too large to be easily cut by a knife or florist shears
12. Ribbon shears—shears (scissors) used in cutting ribbons and decorative foils used by the florist
13. Stem wrap/Floral tape—a nonsticky tape that will stick to itself when stretched; used to cover wires, bind wires to flower stems, and bind wired and taped flowers
14. Wire cutters—a tool used to cut wires and the stems of artificial flowers that contain a wire

## Unit 5: Boutonnieres & Corsages

1. Boutonniere—a single flower or several small flowers worn by a man on his lapel
2. Chenille stem—a wire covered with soft, fuzzy chenille fibers; also known as a pipe cleaner
3. Combination method—a wiring technique that employs two methods of wiring to secure a flower or leaf within a corsage or boutonniere
4. Corsage—a small bouquet of flowers worn by a woman at the shoulder, waist, or on the wrist
5. Daisy hook method—a wire technique for daisies or asters for use in corsages or boutonnieres
6. Design mechanics—techniques and devices that hold a corsage or arrangement together in a secure way
7. Dip dyes—semitransparent paints that change flower color by directly dipping the flower head in the solution
8. Feathering—a wiring technique for making smaller flowers from a larger carnation
9. Finishing dips or sprays—treatments applied to a finished corsage to minimize water loss and keep the corsage fresh for a longer period of time
10. Floral adhesive—a rubber cement that has been developed for use on fresh flowers; harmful chemicals have been removed from floral adhesive; may be used in designing corsages in which very light and delicate flowers are used
11. Floral spray—opaque paints that will completely change any flower color
12. Floral tint—translucent paints that allow some of the flower color to show
13. Gauge—the thickness or thinness of florist wire
14. Glamellia—a composite flower of gladiola florets made to resemble a camellia
15. Net tufts—corsage accessories made from tulle with an extended wire stem
16. Tulle—a type of decorative netting used as an accessory in corsage and wedding work

## Unit 6: Floral Arrangement Designs

1. Asymmetrical—more relaxed and visually pleasing designs; visually balanced but differ on each side of the vertical axis
2. Centerpiece—a low, horizontal design that makes an excellent centerpiece
3. Circular mound—designed to be viewed from all sides
4. Conical—arranged in containers to resemble cone-shaped trees
5. Contemporary freestyle—gives designers the opportunity to express their creativity; lines are very prominent in this arrangement style
6. Crescent—a portion of a circle like the moon in its first quarter
7. Equilateral—requires that all three sides of the design be equal in length
8. Fan—the first one-sided arrangement; design creates an open fan silhouette
9. Hogarth curve (S-curve)—comes from two circles; three styles are the classic vertical, the diagonal S-curve, and the horizontal S-curve
10. Inverted-T—a variation of the equilateral triangle; the points of the design actually form an equilateral triangle
11. Isosceles—a variation of the equilateral triangle; two sides are equal in length while the third side is shorter
12. L-pattern—similar to the right triangle arrangement, but is more linear since the area between the two major points remains unfilled
13. Oval—tends to hold the viewer's eye within the circular pattern created by the design
14. Right triangle—a one-sided mass design that resembles half of an equilateral or isosceles triangle
15. Scalene—composed of three unequal sides
16. Vertical—has a very strong line; makes a bold statement



## **Unit 7: Special Occasion Flowers**

1. Casket cover—a floral arrangement that is placed over the closed lid of a casket
2. Christmas—the longest and most celebrated of the holidays; evergreens, wreaths, and poinsettias; colors: red and green
3. Easter—a religious holiday; spring flowers (tulips and daffodils) are popular
4. Hanukkah—a Jewish holiday around Christmas time
5. Mother's Day—celebrated on the second Sunday in May to honor mothers; red flowers to honor living mothers and white to honor dead mothers; roses
6. Spray—the most popular funeral piece ordered; a grouping of flowers with ribbons and filler flowers
7. Thanksgiving—decorations revolve around a bountiful harvest; dried flower arrangements and wreaths
8. Valentine's Day—traditionally a time of exchanging tokens of love; red rose is the most popular on this holiday
9. Wreath—a circular design decorated with flowers

## **Unit 8: Permanent Flowers & Indoor Plants**

1. Drenching—watering until water runs out of the bottom of the pot
2. Freeze-dried flowers—floral products that have had all of the moisture mechanically removed from their cell structures
3. Paper flowers—flowers made from rice paper, parchment, and bark fiber, which have fiber content
4. Permanent indoor plant—a plant that blooms or cycles through many blooming periods
5. Silk flowers—flowers made of silk, nylon, cotton, rayon, and blends of each
6. Temporary indoor plants—plants that are alive only a short time

## **Unit 9: Retail Flower Shop Management**

1. Display—the visual and artistic aspect of presenting a product to the customer
2. Display elements—components used in assembling displays
3. Divisional percentage pricing—pricing strategy that includes net profit as a factor
4. Retail cost of goods plus labor—pricing strategy that involves calculating the retail value of each part of an arrangement using the ratio markup method and then adding a percentage for labor
5. Standard ratio markup pricing—pricing strategy that is determined by multiplying the wholesale cost of an item by a set number from two to four